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ABSTRACT

This Policy and Procedures Manual is the complete resource for information concerning the Austin Independent School District's (AISD) minimum competency requirements program for high school graduation. All students are required to exhibit a 9.0 grade level competence in reading and mathematics. Special education students are exempt from this requirement. Several standardized tests are used to demonstrate competency. These include the Iowa Tests of Basic Skills, Texas Assessment of Basic Skills, and the Sequential Tests of Educational Progress. Tutorial courses are required for students who have not met competency requirements. The testing for Senior Transfer Students is outlined. Examples of the forms for various reports that must be completed are provided. The manual explains procedures for adding updated information produced by the district. (DWH)

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POLICY AND PROCEDURES MANUAL

Minimum Competencies for High School Graduation

Approved:

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Publication Number: 82.13

FOREWORD

This manual is intended to be a complete resource for information pertaining to AISD's minimum competency requirements for high school graduation. All previous manuals regarding these requirements are no longer current and should be destroyed.

Updates to this manual may be sent out as needed. Updated pages should be inserted in the place of the original pages.

Your questions about this manual and its contents should be directed to the Office of Research and Evaluation, 458-1227.

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TABLE OF CONTENTS

Foreword i
Staff ii

I. Policy 1

II. Interpretation 2

- Exemption and Testing of Special Education Students 2
- Letter of Notification 2
- Letter of Waiver 3
- 8.5 and 9.0 Criterion Levels 3

III. Scores Needed to Meet Competency 4

IV. Testing 5

- Systemwide Testing 5
- Minimum Competency Testing 5
- Special Sessions 6
  - Who May Attend 6
  - School Preparations 6
  - School Test Monitors 10
- Tutorial Testing 11
  - Students Required to Take a Tutorial Course 11
  - Final Exam Period 11
  - School Preparations 11
- Senior Transfer Testing 14

V. Reports 16

- Registration Forms 16
- Competency Status Report 17
  - Discrepancies 20
  - Competency Status Reports for Math and for Reading. . 20
- Gummed Labels 22
  - Competency Met Labels 22
  - Correction Labels 23
  - Labels for Graduates Not Meeting Competency 23
    - Special Education Exemption Labels 23
    - Letter of Waiver Labels 24
- Minimum Competency File (On-Line) 24
- SGR History File (On-Line). 24
- History Compile 24

Appendix A: Letter of Notification Formats A-1

Appendix B: Letter of Waiver Forms B-1

Appendix C: Reports of Graduates' Competency Status C-1

Appendix D: How to Access the Minimum Competency File. D-1

I. POLICY

In 1975, the Austin Independent School District Board of Trustees added additional requirements for high school graduation which were revised in 1976 to state that:

> Students must demonstrate at least an eighth-grade competency in Math and Reading or place on file a letter signed by parent or guardian acknowledging that the student proposes to graduate without achieving an eighth-grade level in that subject.

In August, 1980, these were amended to require graduates in 1983 and later to demonstrate a 9.0 grade level competence in reading and math or place on file a letter signed by parent or guardian acknowledging that the student proposes to graduate without achieving a 9.0 grade level competence in reading and/or math.

These requirements can be met by:

1) achieving a total score equivalent to the national median performance by students at the 9.0 grade level on the eighth-grade administration of the Iowa Tests of Basic Skills;
2) achieving the total score equivalent to the national median performance by students at the 9.0 grade level on the ninth- through twelfth-grade administration of the Sequential Tests of Educational Progress;
3) achieving a total score on the California Achievement Tests (Level 4)* which represents national median performance for students at the 9.0 grade level; or
4) achieving a score on the Texas Assessment of Basic Skills which equates to any of the above.

The 9.0 grade level competence is effective with the graduating class of 1983. The eighth-grade level still applies to students graduating prior to May 1983. *(See page 3 for important explanation.)*

The following students are exempt:

> Special education students whose Admission, Review, and Dismissal (ARD) Committees have determined that they cannot be validly measured for competency.

*The CAT was administered in special sessions and tutorials until 1981-82 when the ITBS replaced it. Beginning in 1982-83, locally developed tests will be used.

II. INTERPRETATION

Exemption and Testing of Special Education Students

The Admission, Review, and Dismissal (ARD) Committee will, at the annual review, determine in which standardized testing activities a special education student should or should not participate. The ARD Committee should consider the following factors in making its determination.

1) A special education student who receives the majority of instruction from a regular classroom teacher in an area measured by a standardized test should take the test in that area.
2) Most students receiving more than three (3) hours per day of special education services should be exempt from standardized testing.
3) A student receiving three (3) hours or less per day of special education services who cannot be tested validly on a standardized test should be exempt.
4) A special education student who cannot make a valid score on a standardized test may be tested if inclusion in the testing experience would be of benefit to that student in other ways.

For those students who are to participate in standardized testing, the ARD Committee will determine which special administrative procedures and special testing materials are necessary to ensure valid test results.

If the ARD Committee recommends the testing of a student with a condition which requires special administration procedures and/or special testing materials, a request for assistance will be made to the building administrator. The building administrator will contact the Office of Research and Evaluation for assistance in providing for these special needs.

Modifications in the standardized administration procedures for tests used to measure competency may be made in giving directions, marking answers, and using large-print editions. However, if other modifications are used, then the approval of the Superintendent must be obtained in order for the results to apply toward meeting the minimum competency requirements.

In the event school personnel cannot conduct the testing required for special administrations, Special Education will provide qualified testers. Special Education will jointly provide any necessary training for the testers with the Office of Research and Evaluation.

Letter of Notification

If a student does not demonstrate competency after participating in a Special Session, the school may notify the student's parent or guardian that the student has not yet met competency and should be placed in a tutorial course. (English and Spanish copies of the approved letter of notification format are included in Appendix A.)

Letter of Waiver

A student who is unable to meet competency after completing one or more Reading Tutorials (RT) or Fundamentals of Math Tutorials (FOMT) may place on file a letter signed by the student's parent or guardian acknowledging that the student proposes to graduate without achieving competence in that subject. (Appendix B contains copies of the approved letter of waiver format in English and Spanish.)

The Language Proficiency Assessment Committee (LPAC) may determine that a limited English proficient (LEP) student should not take a tutorial course if that student's English language proficiency is below the level required to benefit from the tutorial. A LEP student may submit a letter of waiver without having taken a tutorial if the LPAC recommends courses other than a tutorial.

For students under the age of 18, the letter of waiver must be signed by their parent or guardian. Students who are 18 or older may sign their own letter of waiver. (If a student decides to do this, schools are to notify the student's parent or guardian that this is occurring.)

8.5 and 9.0 Criterion Levels

The Board policy that the 9.0 grade level competence criterion become effective with the graduating class of 1983 was operationally defined* through administrative decisions to be reflected in the following statements:

1) The 8.5 level applies to any student who had 10 or more units of credit as of August 27, 1980, regardless of that student's date of graduation; and
2) Any student with fewer than 10 units of credit as of August 27, 1980, must meet the 9.0 level, regardless of that student's date of graduation.

*This operational definition is based on the practical fact that 21 units of credit are required for graduation from an AISD high school and that normally a student with 10 or more units of credit at the beginning of the 1980-81 school year can be expected to be graduated before the end of the spring semester of the 1982-83 school year; whereas, those having fewer than 10 units of credit at the beginning of the 1980-81 school year can normally be expected to be graduated at the end of the spring semester of the 1982-83 school year or thereafter.

III. SCORES NEEDED TO MEET COMPETENCY

Figure 1 lists the scores needed for meeting competency at the 8.5 and 9.0 criterion levels on each test.

The 9.0 criterion level applies to any student who had earned fewer than 10 units towards graduation as of August, 1980.

TEST	READING TOTAL RAW SCORE FOR 8.5	9.0	MATH TOTAL RAW SCORE FOR 8.5	9.0
ITBS Level 14				
Form 7	57	61	61	67
Form 8	57	61	51	58
CAT Level 4				
Form A	55	58	58	64
Form B	53	57	55	61
STEP Series II				
Form A	28	30	46*	49
Form B	28	30	48*	51
TABS 1980, 1981, and 1982	Not Applicable	37**	Not Applicable	37**
BEST	8.5***	9.0***	8.5***	9.0***

*Beginning with the spring, 1981 STEP administration, these Math Total raw scores will apply. For 1980 and earlier scores Math Computation and Math Basic Concepts criteria had to be met separately as follows.

	Computation	Basic Concepts
Form A	26	20
Form B	27	21

**In future years, these TABS scores may vary depending upon each year's test characteristics.

***Results not reported in raw scores but in grade equivalents.

Figure 1. LOWEST RAW SCORES WHICH MEET MINIMUM COMPETENCY REQUIREMENTS.

IV. TESTING

SYSTEMWIDE TESTING

During grades 8-12, students have many opportunities to meet competency on a systemwide test. Students may achieve competency on the following tests at the grade level(s) indicated:

Iowa Tests of Basic Skills (ITBS) - The ITBS, Level 14, Form 7 is administered to students in the eighth grade. Only the Reading Total and Math Total scores are used for competency purposes. Prior to the 79-80 school year, the California Achievement Tests (CAT), Level 4, Form A, was the achievement test given in grade 8.

Texas Assessment of Basic Skills (TABS) - The TABS is a state-mandated testing program administered to students in grade 9. The Reading and Math subtest scores are utilized for competency purposes. If students do not meet the *state* competency requirements on the TABS at grade 9, they may retake the exam in subsequent yearly administrations. *Students who meet the state requirements, but do not score high enough to meet the AISD competency requirements, may not retake the TABS.*

TABS scores for students who transfer from another school district may be used to meet the minimum competency requirement if the transfer student's official TABS record indicates the total raw score.

Sequential Tests of Educational Progress (STEP) - The STEP (Series II) is an achievement test battery administered yearly to students in grades 9-12. For competency purposes, only the Reading, Math Computation, and Math Basic Concepts scores are used.

Prior to the 80-81 school year, students were allowed to demonstrate math competency on the STEP on each math subtest independently. Beginning with the April, 1981 STEP administration, a Math Total raw score is used as a single criterion for students under the 8.5 requirement. Students under the 9.0 requirement always use the Math Total raw score to achieve competency.

MINIMUM COMPETENCY TESTING

Austin's Basic Educational Skills Test (BEST) - Austin's BEST is administered during Senior Transfer Testing, Special Session, and Tutorial Testing. Developed in 1982, the forms of the BEST are created from items in the AISD Minimum Competency Test Item Bank.

SPECIAL SESSIONS

Students who are unable to meet competency on a systemwide test are given an opportunity to do so in a Special Session. A Special Session in math and in reading is administered near the end of the semester in all high schools, Kealing Learning Center, and W.R. Robbins Secondary School. An hour and a half is required for each session. This testing usually takes place during the third six-weeks period of each semester.

Austin's Basic Educational Skills Test (BEST) is the instrument administered in the Special Session. Several forms of Austin's BEST are used at testings throughout the year. Additional tests, such as the ITBS, may also be used at the option of ORE and the Department of Secondary Education.

Representatives from ORE administer the Special Session and score the answer sheets, leaving the results of the testing with the test coordinator the same day.

Who May Attend

Students may attend a Special Session if:

1) they have not met the competency requirement in the subject area,
2) they are not currently enrolled in a tutorial course in the subject area,
3) they will be classified as juniors or seniors the next semester, and
4)

Math Competency	Reading Competency
they have earned (passed) or are in the semester during which they will finish earning two units of credit (four semesters) in math.	they have completed or are in the semester during which they will complete four semesters of courses which count toward the English requirement for graduation.

NOTE: Notice that there is a distinction between earning (passing) units of credit in math and completing semesters of courses which count toward the English requirement for graduation. The reason for this distinction is that the Fundamentals of Math (FOM) courses teach the skills in the Fundamentals of Math Tutorial (FOMT) course; whereas, courses which count toward the English requirement for graduation do not necessarily teach the same skills as the Reading Tutorial (RT) course.

Students qualifying for a special education exemption may attend upon the recommendation of the ARD.

School Preparations

The Minimum Competency Special Session Checklist, designed to aid the campus test coordinator in preparing for a Special Session, gives information and summarizes preparations the coordinator should make to help ensure a successful testing. The checklist is sent to each high school with the materials for a Special Session. Figure 2 is a sample of the checklist.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

MINIMUM COMPETENCY SPECIAL SESSION COORDINATOR CHECKLIST

SEVERAL WEEKS BEFORE THE TESTING

MATH	READING	
☐	☐	1. Contact ORE to schedule a date for the Special Session (allow one and a half hours for math or for reading). The District-wide Testing Calendar contains general guidelines concerning when Special Sessions may be conducted. Schools may have both math and reading tests on the same day or have each subject on a separate day. Try to choose a day when there are no conflicting or distracting school functions scheduled (e.g., assemblies, pep rallies, band trips).
☐	☐	2. Arrange for an appropriate place to conduct the Special Session (e.g., cafeteria, auditorium). The location must be well lighted and large enough to have an empty seat between each student. If the cafeteria is selected, arrange with the custodian to have the tables cleared off and cleaned at least 30 minutes before the testing. A public address (P.A.) system must be provided to enable the instructions to be heard by all participants.
☐	☐	3. Inventory materials received from ORE. You should have 300 blank registration forms, 50 blank answer sheets, and a pre-slugged answer sheet for each student eligible to attend the Special Session in the subject. A separate math and reading answer sheet is provided for students eligible to attend the Special Session in both subjects.
☐	☐	4. Consult the Competency Status Report and determine which students should attend the Special Session. Guidelines for who may attend a Special Session are contained in the Minimum Competency Policy and Procedures Manual.

DURING THE TWO WEEKS BEFORE THE SPECIAL SESSION

MATH	READING	
☐	☐	5. Contact ORE to confirm the time and the date for the Special Session. Also indicate the number of students scheduled to attend the testing.
☐	☐	6. Prepare an answer sheet for each student who did not receive a preslugged one. The student name, student number, grade, and school code should be filled in prior to the testing. Answer sheets must be sorted by grade and alphabetized before the testing.

1

Figure 2. MINIMUM COMPETENCY SPECIAL SESSION COORDINATOR CHECKLIST (Page 1 of 3).

MATH	READING		
☐	☐	7.	A registration form must be prepared for each student scheduled to attend the Special Session. The student name, student number, high school, and present grade should be filled in prior to the testing. The student will complete the remaining blanks (signature, date, teacher/advisor, and test form) at the Special Session. The registration forms must be sorted by grade and alphabetized before the testing.
☐	☐	8.	Notify students and teachers as to who must attend the Special Session. Some schools notify students by sending a list to teachers; other schools call students to the counselor's office to tell them personally. Regardless of the method used to tell individual students, all teachers should be provided with a list of students who must attend the Special Session and encouraged to make sure those students in their class do attend.
☐	☐	9.	Arrange for monitors (one adult per every 50 students tested) to assist in the Special Session. The duties of monitors are described in the Minimum Competency Policy and Procedures Manual.

THE DAY BEFORE THE SPECIAL SESSION

MATH	READING		
☐	☐	10.	Announce the testing over the school P.A. to remind teachers, monitors, and students.
☐	☐	11.	If the Special Session will occur in the cafeteria, remind the custodians that the tables need to be cleared off and cleaned tomorrow morning prior to the testing.
☐	☐	12.	Confirm that all arrangements have been made and all materials have been prepared. (Be sure answer sheets and registration forms are alphabetized by grade for easy, logical distribution.)

ON THE MORNING OF THE SPECIAL SESSION

MATH	READING		
☐	☐	13.	If using the cafeteria, have custodians clear off and clean the tables.
☐	☐	14.	Be sure a P.A. is provided in the room where testing will occur.
☐	☐	15.	Arrange to have someone use the school P.A. to remind teachers and students of the Special Session and to encourage teachers to check their list of students scheduled to attend.

Figure 2. MINIMUM COMPETENCY SPECIAL SESSION COORDINATOR CHECKLIST (Page 2 of 3).

DURING THE SPECIAL SESSION

MATH ☐ READING ☐ 16. Monitor the test and assist as needed. (Consult the Minimum Competency Policy and Procedures Manual for a description of the duties of school test monitors.)

NOTE: NO ONE IS TO BE DISMISSED UNTIL ALL TEST BOOKLETS AND ANSWER SHEETS HAVE BEEN COLLECTED AND COUNTED. It is imperative that the highest level of test security be maintained.

AFTER THE SPECIAL SESSION

MATH ☐ READING ☐ 17. Several hours after the Special Session, receive results from ORE testers.

Thanks!

Figure 2. MINIMUM COMPETENCY SPECIAL SESSION COORDINATOR CHECKLIST (Page 3 of 3).

School Test Monitors

The principal or test coordinator should select one adult per 50 students tested to assist in the Special Session. Each monitor will be responsible for a particular area of the room during the testing.

Duties of School Test Monitors:

1) Before students arrive:
   - Find area you are to monitor
   - Distribute answer sheets, registration forms, and pencils
2) As students arrive:
   - Assist students in finding their seats
   - Check seating arrangements to assure independent student work (at least one seat between students)
3) When directions are given:
   - Make sure each student properly completes the registration form
   - Collect registration forms after you pass out test booklets and scratch paper
4) During the test:
   - Do not tell the students the meaning of any word on the test
   - Answer questions about the test directions, keeping as close to the actual test directions as possible
   - Do not let students become boisterous or disturb other students
5) After the test:
   - Be absolutely certain that all test booklets, answer sheets, and scratch paper in your area are returned to you

NOTE: NO ONE IS TO BE DISMISSED UNTIL ALL TEST BOOKLETS AND ANSWER SHEETS HAVE BEEN COLLECTED AND COUNTED. It is imperative that the highest level of test security be maintained.

TUTORIAL TESTING

Students Required to Take a Tutorial Course

The tutorial course is required for students who have completed four semesters of reading/language arts or earned (passed) two units of credit (four semesters) in math but have not met competency in the subject.

Students who transfer into AISD with four semesters of reading/language arts completed or with two units of credit (four semesters) earned (passed) in math are allowed one semester in which to demonstrate competency before they are required to take the tutorial course in the subject.

The Language Proficiency Assessment Committee (LPAC) may determine that a limited English proficient (LEP) student should not take a tutorial course if that student's English language proficiency is below the level required to benefit from the tutorial. A LEP student may submit a letter of waiver without having taken a tutorial if the LPAC recommends courses other than a tutorial.

Final Exam Period

At the end of the semester, a representative from ORE will administer the BEST to each math and reading tutorial class at the time of the final exam. The ORE representative will give the test coordinator the results the same day.

If a student does not demonstrate competency at this time, the student should be encouraged to repeat the tutorial course. The course may be repeated as long as progress is shown or until competency is met.

If the student does not meet competency after at least one tutorial course in a subject, a letter of waiver may be signed.

School Preparations

The Minimum Competency Tutorial Testing Coordinator Checklist and Minimum Competency Tutorial Testing Schedule sheet, designed to aid the campus test coordinator in organizing the tutorial testing, give information and summarize preparations the coordinator should make before the testing. The checklist and several copies of the schedule sheet are sent with the other tutorial materials to each high school.

Figure 3 is a sample of the Minimum Competency Tutorial Testing Coordinator Checklist. Figure 4 is a sample of the Minimum Competency Tutorial Testing Schedule sheet, a two-part carbonless form.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

MINIMUM COMPETENCY TUTORIAL TESTING COORDINATOR CHECKLIST

AT LEAST 2 WEEKS BEFORE THE TESTING

MATH	READING	
☐	☐	1. Receive materials from ORE. You should receive a preslugged answer sheet for each student in a tutorial class, blank answer sheets, blank registration forms, and Minimum Competency Testing Schedule sheets.
☐	☐	2. Identify all seniors in tutorial classes who will need to be tested earlier than the other tutorial students. Arrange to have them tested in a central location a day or two earlier than the regular tutorial testing.
☐	☐	3. Complete the Minimum Competency Tutorial Testing Schedule, listing all tutorial classes and the information for each class. (Be sure to include any early senior testing.)
☐	☐	4. Mail to ORE (Box 79, Carruth Administration Building) the bottom copy of each Minimum Competency Tutorial Testing Schedule sheet you completed.

DURING THE TWO WEEKS BEFORE THE TESTING

MATH	READING	
☐	☐	5. If you are having an early testing for seniors, collect and alphabetize the preslugged answer sheets for those students. Give these preslugged answer sheets, some blank answer sheets, and some blank registration forms to the ORE tester just prior to the testing.
☐	☐	6. Give each tutorial teacher the preslugged answer sheets for that teacher's class(es), some blank answer sheets, and blank registration forms. Inform the teacher that the following should be done before the testing:

- Prepare an answer sheet for any student who does not have a preslugged one. The student name, grade, and school code should be filled in before the testing day.
- A registration form must be prepared for each student. The student name, number, high school, and grade blanks should be filled in before the testing day.

AFTER EACH TUTORIAL TESTING

MATH	READING	
☐	☐	7. Receive results from ORE tester several hours after the testing.

Thanks!

Figure 3. THE MINIMUM COMPETENCY TUTORIAL TESTING COORDINATOR CHECKLIST.

Page _____ of _____

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

MINIMUM COMPETENCY TUTORIAL TESTING SCHEDULE

School:_____ Test Coordinator:_____ Semester/Year:_____

List all tutorial classes on this sheet. When completed, send bottom copy to ORE to confirm dates, times, and locations for testing.

Subject	Teacher	Date of Testing	Time of Testing	Room Number	Number of Students Expected
Example: Math	Mrs. Williams	5/23	9:05 - 11:05	125	14

Figure 4. THE MINIMUM COMPETENCY TUTORIAL TESTING SCHEDULE FORM.

SENIOR TRANSFER TESTING

For students who transfer into AISD as a senior, the chart below outlines the testing to be done and the action required if the student does not meet competency.

Time of Entry into AISD	Testing to be Done	Action Required if Competency is Not Met
Fall semester before end of the fourth week with intention to complete graduation requirements in January	BEST administered by ORE at time arranged with each school	Enroll in tutorial immediately
Fall semester before end of the fourth week with intention to complete graduation requirements in May	BEST administered by ORE (at option of the principal) at time arranged with each school	Enroll in tutorial (immediately or in the spring if competency not met in a Special Session)
Fall semester after end of the fourth week but before date of Special Session	BEST at Special Session	Tutorial in spring or sign waiver letter for January graduation
Fall semester after date of Special Session, but before Tutorial Session	BEST at one of the Tutorial Sessions	Tutorial in spring or sign waiver letter for January graduation
Spring semester before end of the fourth week	BEST administered by ORE at time arranged with each school	Enroll in tutorial immediately
Spring semester after the fourth week	BEST at spring Special Session; STEP in spring; BEST at one of the Tutorial Sessions	Sign waiver letter

Figure 5 is a sample of the Minimum Competency Senior Transfer Testing Coordinator Checklist, designed to aid the campus test coordinator in organizing the senior transfer testing. A checklist is sent to the test coordinator at the beginning of each semester.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

MINIMUM COMPETENCY SENIOR TRANSFER TESTING COORDINATOR CHECKLIST

DURING THE FIRST TWO WEEKS OF THE SEMESTER

MATH	READING	
☐	☐	1. Determine which students have transferred into AISD as seniors and will need to be tested for competency.
☐	☐	2. Contact ORE to set up a date and time for the testing (allow one and one-half hours for math or for reading). The ORE tester will bring all necessary materials to the testing.
☐	☐	3. Arrange for an appropriate location to have the testing.
☐	☐	4. Notify the students of the date, time, and location of the testing.

AFTER THE TESTING

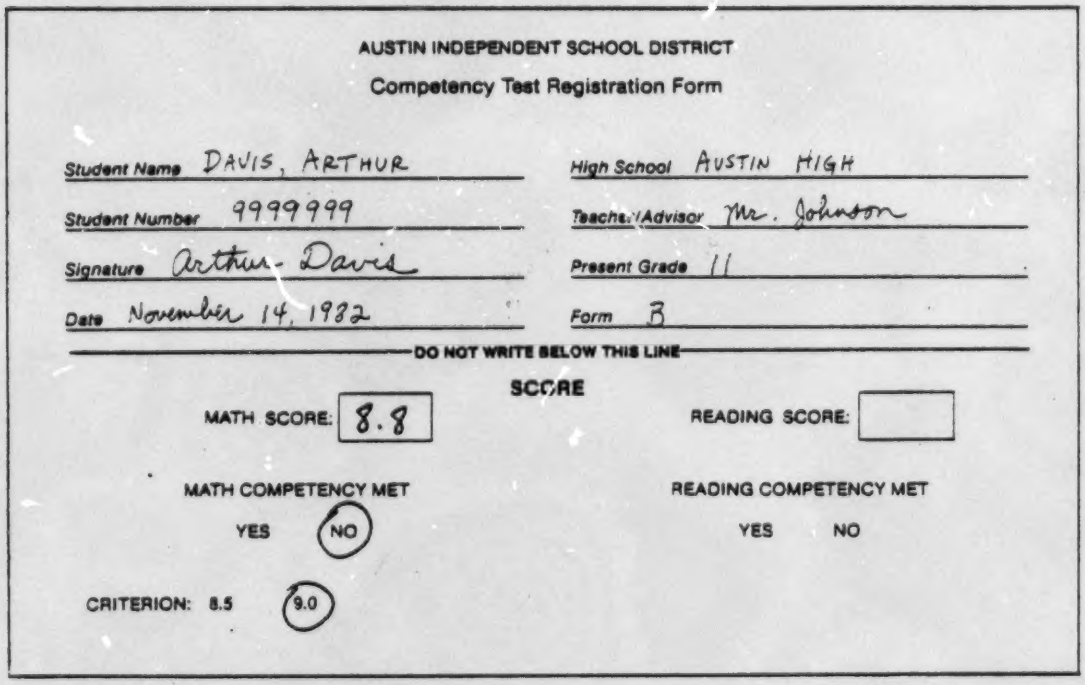
MATH	READING	
☐	☐	5. Several hours after the testing, receive results from the ORE tester. For students who did not meet competency, consult the Minimum Competency Policy and Procedures Manual for action which must be taken. (See Section IV, Senior Transfer Testing)

Figure 5. THE MINIMUM COMPETENCY SENIOR TRANSFER TESTING COORDINATOR CHECKLIST.

V. REPORTS

REGISTRATION FORMS

After the Special Session or Tutorial Testing, the ORE representatives will score the students' answer sheets and record the scores on the registration forms (see Figure 6). ORE retains the top copy of each registration form for its files. The bottom three copies are for the school's use. (One is for the counselor, one for the registrar, and the bottom copy for the student.)



AUSTIN INDEPENDENT SCHOOL DISTRICT

Competency Test Registration Form

Student Name DAVIS, ARTHUR

High School AUSTIN HIGH

Student Number 9999999

Teacher/Advisor Mr. Johnson

Signature Arthur Davis

Present Grade 11

Date November 14, 1982

Form B

DO NOT WRITE BELOW THIS LINE

SCORE

MATH SCORE: 8.8

READING SCORE:

MATH COMPETENCY MET

YES (NO)

READING COMPETENCY MET

YES NO

CRITERION: 8.5 (9.0)

Figure 6. COMPETENCY SCORE REPORTED ON A REGISTRATION FORM.

The ORE representative will also figure the percentage of students (by grade) that met or did not meet competency at that test administration and provide these to the test coordinator on the "Competency Results" form (see Figure 7).

Competency Results

Date _____

School _____

_____ Senior Transfer
_____ Special Session
_____ Tutorial Session

Subject _____

Grade	Met	%	Did Not Meet	%	Total Tested
10	_____	_____%	_____	_____%	_____
11	_____	_____%	_____	_____%	_____
12	_____	_____%	_____	_____%	_____
School Total	_____	_____%	_____	_____%	_____

Figure 7. THE COMPETENCY RESULTS FORM.

COMPETENCY STATUS REPORT

The Competency Status Report is a listing of competency status information on each student who is currently enrolled in a high school (see Figure 8). Five printed copies are provided to each high school during the first week or two of each semester and include all testing results from the previous semester. The data on the Competency Status Report are arranged by grade, alphabetically, with the first page providing a complete description of how to interpret the report (see Figure 8).

SCH NAME: HIGH AUSTIN INDEPENDENT SCHOOL DISTRICT PAGE: 5

GRADE: 12 COMPETENCY STATUS REPORT: READING AND MATH

FALL SEMESTER, 09/23/82

****
CONFIDENTIAL INFORMATION
****

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STUDENT NUMBER	STUDENT NAME	ELIGIBLE FOR SPECIAL SESSION IN:	CRITERION	COMPETENCY STATUS	- COMMENTS -
			9.0		-SP. ED. - DO NOT TEST MATH OR READING THIS YR
			9.0	P	
		M R	9.0		
			9.0		-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
			9.0	P	
			9.0		-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
			9.0	P	
		M	9.0	R	
			9.0		-SP. ED. - DO NOT TEST MATH OR READING THIS YR
			9.0	P	
		M	8.5	R	
		M R	9.0		
			9.0		-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
			9.0	P	
			9.0	P	
		M R	9.0		
			9.0	P	
		P R	9.0		-NO TEST RECORDS ON FILE
			8.5	P	
			9.0	P	
			8.5	R	-CURRENTLY ENROLLED IN MATH TUTORIAL
			9.0		-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
		M	9.0	R	
			9.0		-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
			9.0	M	-CURRENTLY ENROLLED IN MATH & READING TUTORIALS
		P	9.0	M	
		M	9.0	P	-CURRENTLY ENROLLED IN READING TUTORIAL
		P	9.0		-CURRENTLY ENROLLED IN MATH TUTORIAL
			9.0	P	
			9.0	P	
			9.0	P	
		M	9.0		-CURRENTLY ENROLLED IN READING TUTORIAL
			9.0	P	
		M	9.0	R	

Figure 8. COMPETENCY STATUS REPORT (Page 1 of 2).

HOW TO INTERPRET THE COMPETENCY STATUS REPORT.....

CRITERION: WHETHER STUDENT MUST MEET THE 8.5 OR 9.0 COMPETENCY CRITERION LEVEL.

COMPETENCY CODES:

"M" = STUDENT HAS MET THE COMPETENCY REQUIREMENT IN MATHEMATICS ONLY.

"R" = STUDENT HAS MET THE COMPETENCY REQUIREMENT IN READING ONLY.

"B" = STUDENT HAS MET THE COMPETENCY REQUIREMENTS IN BOTH MATH AND READING.

" " = STUDENT HAS NOT MET EITHER THE MATH OR READING COMPETENCY REQUIREMENT

COMMENT DESCRIPTIONS:

"CRITERION NOT YET DETERMINED" - THIS MUST BE ESTABLISHED BEFORE COMPETENCY STATUS CAN BE DETERMINED.

"NO TEST RECORDS ON FILE" - THE COMPETENCY FILE HAS NO TEST RECORDS FOR THIS STUDENT NUMBER.

"COMPETENCY CODE CHANGED SINCE LAST REPORT" - SELF-EXPLANATORY; MAY BE WORTH SPECIAL ATTENTION.

"SPECIAL ED. - DO NOT TEST MATH OR READING THIS YR" - STUDENT IS NOT TO BE TESTED FOR COMPETENCY AS PER ARD DECISION.

"CURRENTLY ENROLLED IN TUTORIAL" - SELF EXPLANATORY; MAY BE WORTH SPECIAL ATTENTION.

PLEASE REPORT ANY DISCREPANCIES BETWEEN THIS REPORT AND YOUR SCHOOL RECORDS BY EITHER OF THE FOLLOWING METHODS:

1. SEND THE "COMPETENCY STATUS REPORT - DISCREPANCY FORM" OR INFORMATION DESCRIBING THE DISCREPANCY TO:

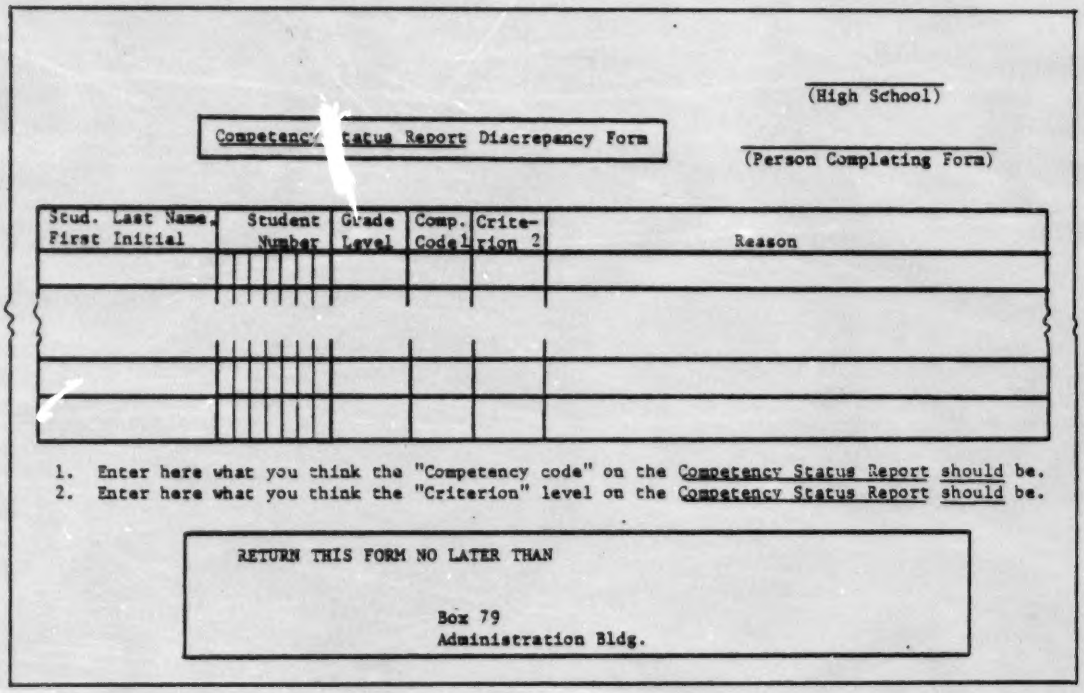
   NANCY LANIER (PHONE: 458-1227)
   BOX 79 -- ADMINISTRATION BUILDING

2. USE THE "MESSAGE" FUNCTION ON YOUR SCHOOL CRT. THE ORE COMMUNICATION "HOW TO ACCESS THE MINIMUM COMPETENCY FILE" EXPLAINS HOW TO UTILIZE THIS FUNCTION.

Figure 8. COMPETENCY STATUS REPORT (Continued, page 2 of 2).

Discrepancies

Either of two methods can be used for reporting discrepancies between information on the Competency Status Report and a school's records: the Competency Status Report Discrepancy Form (see Figure 9) or the message ("MSG") function available on the Minimum Competency File via the school's CRT (see Appendix D for information on how to use this function).



(High School)

Competency Status Report Discrepancy Form

(Person Completing Form)

Stud. Last Name, First Initial	Student Number	Grade Level	Comp. Code 1	Criterion 2	Reason

1. Enter here what you think the "Competency code" on the Competency Status Report should be.
2. Enter here what you think the "Criterion" level on the Competency Status Report should be.

RETURN THIS FORM NO LATER THAN

Box 79
Administration Bldg.

Figure 9. COMPETENCY STATUS REPORT DISCREPANCY FORM.

Competency Status Reports for Math and for Reading

The information contained in the Competency Status Report is also produced in another format for use by each high school's Math Department and Language Arts Department. The Competency Status Report - Math and Competency Status Report - Reading list students by grade, alphabetically, according to:

- Those who have not met competency in that subject (see Figure 10)
- Those who have met competency in that subject (see Figure 11)

Two printed copies of each report are sent with the Competency Status Report to the principal.

SCH NAME: HIGH AUSTIN INDEPENDENT SCHOOL DISTRICT PAGE:

GRADE: 12 COMPETENCY STATUS REPORT: READING

STUDENTS WHO HAVE NOT MET THE READING MINIMUM COMPETENCY REQUIREMENT

FALL SEMESTER, 09/23/82

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STUDENT NUMBER	STUDENT NAME	ELIGIBLE FOR SPECIAL SESSION IN READING:	CRITERION	- COMMENTS -
		YES	9.0	
		YES	9.0	-NO TEST RECORDS ON FILE
			9.0	-CURRENTLY ENROLLED IN READING TUTORIAL
			9.0	-CURRENTLY ENROLLED IN READING TUTORIAL
		YES	9.0	
			9.0	-CURRENTLY ENROLLED IN READING TUTORIAL
		YES	9.0	
			9.0	-CURRENTLY ENROLLED IN READING TUTORIAL

Figure 10: COMPETENCY STATUS REPORT: READING - STUDENTS WHO HAVE NOT MET COMPETENCY.

SCH NAME: HIGH AUSTIN INDEPENDENT SCHOOL DISTRICT PAGE:

GRADE: 12 COMPETENCY STATUS REPORT: READING

STUDENTS WHO HAVE MET THE READING MINIMUM COMPETENCY REQUIREMENT

FALL SEMESTER, 09/23/82

****
CONFIDENTIAL INFORMATION
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STUDENT NUMBER	STUDENT NAME	CRITERION	- COMMENTS -
		9.0	
		9.0	-COMPETENCY CODE CHANGED SINCE LAST REPORT
		9.0	
		9.0	-CURRENTLY ENROLLED IN READING TUTORIAL
		9.0	
		9.0	
		9.0	-COMPETENCY CODE CHANGED SINCE LAST REPORT
		9.0	

Figure 11: COMPETENCY STATUS REPORT: READING - STUDENTS WHO HAVE MET COMPETENCY.

GUMMED LABELS

Schools receive gummed labels each semester for students whose competency status changed during the previous semester. Labels are sent to the principal.

Three identical labels are sent for each student:

- One label for the student's permanent file card in the counselor's office
- One label for the registrar's records
- One label for the student's program card

There are several types of gummed labels.

Competency Met Labels

Competency met labels are sent to each school for every student who achieves competency in math or reading. (Separate labels are produced for each subject.) All labels indicate which area of competency was met, the test on which the student met competency, and the year the student met competency. ("80" means competency was met in the school year 1979-80. "81" means 1980-81, etc.)

Labels produced prior to August, 1980, indicate the grade during which the student met competency and the quarter of the year in which competency was met: Q-1 (fall), Q-2 (winter), Q-3 (spring), or Q-4 (summer). (See Figure 12.)

BROWN, MARY 1203452 MATH STEP Q-3-79 GRADE 09	BROWN, MARY 1203452 READ CAT - 4A Q-2-79 GRADE 09

Figure 12. COMPETENCY LABELS PRODUCED PRIOR TO AUGUST, 1980.

Labels produced after August, 1980, indicate the student's criterion level and the semester of the year on which competency was met: S-1 (fall), S-2 (spring), or S-3 (summer). (See Figure 13.)

FALLS, LINDA 3423101 MATH CAT - 4B S-1 81 CRIT. 9.0	FALLS, LINDA 3423101 READ CAT - 4B S-1 81 CRIT. 9.0

Figure 13. COMPETENCY LABELS PRODUCED AFTER AUGUST, 1980.

Labels produced after April, 1981, indicate the month of the year the student met competency, and provide a more standardized notation of competency status on transcripts. (See Figure 14.)

Figure 14. COMPETENCY LABELS PRODUCED AFTER APRIL, 1981.

Correction Labels

Competency data are sometimes inaccurate for various reasons (e.g., a student bubbled the student number incorrectly). When this occurs, three correction labels are sent to the school. (See Figure 15.)

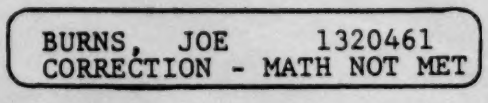


Figure 15. MATH CORRECTION LABEL.

Labels for Graduates Not Meeting Competency

In May of each year, the Report of Graduates' Competency Status forms are sent to the principal of each high school. On these forms, schools indicate the number of graduates and which students signed a letter of waiver or used a special education exemption in lieu of meeting the competency requirements. Appendix C contains a sample of the forms.

Special Education Exemption Labels. After ORE has verified that all graduates listed as special education exempt on the Report of Graduates' Competency Status are exempt and have not met competency in the subject, special education exemption labels (see Figure 16) are produced for those students.

Figure 16. SPECIAL EDUCATION EXEMPTION LABELS.

Letter of Waiver Labels. Letter of waiver labels (see Figure 17) will be sent to the school for each student listed on the Report of Graduates' Competency Status as having signed a letter of waiver. These labels are printed without names.

Figure 17. LETTER OF WAIVER LABELS.

MINIMUM COMPETENCY FILE (ON-LINE)

The Minimum Competency File can be accessed by CRT Terminals on each high school campus. This file contains a listing of the math and reading achievement scores of all high school students and summarizes the current competency status of the student. The CRT also can be used to send messages to ORE regarding any discrepancies between a school's records and the data on the Minimum Competency File.

Appendix D contains complete instructions on how to access the Minimum Competency File and a sample of a student's test record.

SGR HISTORY FILE (ON-LINE)

Current competency status for each student is available on the SGR History File (see Figure 18). All high schools have access to this file on their CRT Terminals. The file contains four possible competency status designations in each subject: "Met," "Not Met," "Exempt," and "Letter."

HISTORY COMPILE

The Math History Compile and English History Compile are printouts sent to each high school (see Figure 19). These files contain competency status ("Met" or "Not Met") as well as the ITBS or STEP percentiles from the last systemwide testing. The formats for the Math History Compile and Reading History Compile are identical.

AUSTIN INDEPENDENT SCHOOL DISTRICT
STUDENT HISTORY FILE DATA

SCHOOL NUMBER 002 STUDENT NUMBER 0000000

STUDENT NAME SCH YR 80 QTR 1 SCH THEN 002

PER	TEACHER	COURSE	1ST	2ND	EXM	AVG	CRD
1	149	1068	B-	C	B	B-	1.00
2	089	453	A	B	B-	B	1.00
3	601	4512	C	B	C	C	1.00
4	715	0311	B	B	A	A-	1.00
5	681	68256	B	C	B	B-	1.00
6	051	2033	A	C	A	B	1.00

MATH COMPETENCY: MET
READING COMPETENCY: MET

Figure 18. SGR HISTORY FILE (ON-LINE).

ENG. HISTORY COMPILE

TEACHER NO:
TEACHER: PER: 1 SCHOOL: ANDERSCN COURSE NO: 1121 COURSE NAME: COR LANG A III

STUDENT NUMBER	STUDENT NAME	SEX	YEAR	QTR	GD	COURSE NUMBER		COURSE TITLE	CRS GRD	TCH NUM
		M								
			79-80	3	11	13176	E	CP READ CENT	A	664
			79-80	3	11	1221	L	NON-FICTION	C	146
			79-80	2	11	10146	G	ENG/SEC LANG	B+	100
			79-80	2	11	1312	G	INC WD PWR I	C	300
			79-80	1	11	1014	G	ENG/SEC LANG	B	100
			78-79	3	10	1014	G	ENG/SEC LANG	A	402
			78-79	2	10	10141	G	ENG/SEC LANG	B-	402
			78-79	1	10	1010	G	GRAMMAR I	B	202
			77-78	3	09	12122	L	LIT SAMPLER	B	101
			77-78	2	09	1311	L	READ TECH II	B	205
			77-78	1	09	10003	G	CLA	B+	213
						G= 7	C= C	L= 3	E= 1	

READ COMP: MET MATH COMP: MET

STEP READ FILES: EXP = 79 C & P = 83 SP = 81 MWT = 90
READ = 84

STEP TEST SCORE ABBREVIATIONS:

EXP = English Expression
C & P = Capitalization and Punctuation
SP = Spelling
MWT = Mechanics of Writing Total
READ = Reading

Figure 19. ENGLISH HISTORY COMPILE

Minimum Competency Manual

Appendix A

Letters of Notification

(Page 1 of 3)

Dear

This is to inform you that your child, _____, has not yet attained the competency level required for graduation from the Austin Independent School District in the area(s) of _____ _____ as set by the Board of Trustees.

There are special courses to help your child meet this requirement and we request that you check to make sure that this student is taking advantage of the opportunity to schedule such a course. You may contact _____ for this information.

After your child has been in such a tutorial course for at least one semester he/she will be tested to determine if the graduation requirement has been met. If it has not been met, the course may be repeated (for credit if passed) as long as progress is shown or until testing shows that the required level has been achieved.

Your child will not be graduated until the required competency level has been achieved. However, as a final option, you may sign a letter to be placed on file, giving permission for your child to be graduated without having met either or both of the competency requirements in Mathematics or Reading.

If we can help you in any way, please call us at the school office.

Sincerely,

Estimado

Queremos informarles que su hijo/hija _____ _____ todavía no ha obtenido el nivel de competencia necesario para poder graduarse del Distrito Escolar de Austin en la(s) area(s) de _____ como son establecidos pos el Concilio Escolar de Distrito.

Hay cursos especiales para ayudar a su estudiante a cumplir con estos requisitos. Solicitamos que usted se asegure que su estudiante está tomando ventaja de la oportunidad que se le ofrece para tomar estos cursos. Puede comunicarse con _____ para información adicional.

Cuando el estudiante ha estado en un curso tutorial por un semestre, tomará un examen para determinar si los requisitos para graduación se han cumplido. Si los requisitos no se han cumplido, el curso se puede repetir (para crédito si lo pasa) mientras que el estudiante demuestra suficiente progreso o su calificación indica que el nivel requerido se ha obtenido.

Su hijo/hija no podrá graduarse hasta que la competencia requerida se ha obtenido. Sin embargo, como ultimo recurso, puede usted firmar una carta, para mantener en su archivo, dándole permiso al estudiante para graduarse aunque los requisitos no se han cumplido en la(s) area(s) de Matemática o Lectura.

Si le podemos servir en cualquier manera, no deje de hablar a la oficina de su escuela.

Sinceramente,

Minimum Competency Manual

Appendix B

Letters of Waiver

(Page 1 of 5)

Date: _____

TO WHOM IT MAY CONCERN

_____ High School
Austin Independent School District

We, the parents/guardians of _____, a student presently enrolled in this high school, have been informed by the principal, a counselor, or a teacher of the level of achievement this student has demonstrated in mathematics. After considering the school recommendations, we have determined to our own satisfaction that this student would not be benefited by further coursework in the area of mathematics.

We have been informed that this student will not be graduated except upon attainment of required math competence, or upon our request that this requirement be waived. We have been informed of the tutorial assistance and other instruction that is available to help this student meet the requirement and acknowledge that further instruction in math will be made available to this student unless we request that this student be excused from further coursework in mathematics.

We hereby request that this student be excused from further instruction in math. We also request that the math achievement requirement for graduation be waived for this student.

Date: _____ _____
Parent/Guardian

Date: _____ _____
Parent/Guardian

I request to be excused from further instruction in math and to be graduated without meeting this district's competency requirement. I do not feel that I will be benefited by further coursework in math.

Date: _____ _____
Student

Fecha: _____

A QUIEN PUEDA INTERESAR:

Escuela Secundaria _____
(nombre de escuela)
Sistema Escolar de Austin

Nosotros, los padres/guardianes de _____, quien actualmente asiste a esta escuela, hemos sido notificados por el principal, consejero(a), o maestro(a) del nivel de aprendizaje en matemática que el estudiante ha alcanzado. Después de considerar las recomendaciones de la escuela hemos determinado a nuestra satisfacción que este estudiante no se beneficiaría de continuar más estudios de matemática.

Hemos sido informados que este estudiante sólo podrá graduarse si alcanza conocimientos en matemática al nivel requerido, o si nosotros renunciamos a este requisito. También es de nuestro conocimiento que hay disponible tutores para ayuda especial y otra instrucción para permitirle al estudiante satisfacer este requisito. Sabemos que hay disponible más instrucción en matemática para este estudiante, a menos que nosotros solicitemos que sea excusado de más enseñanza en el área de matemática.

Por la presente solicitamos que este estudiante sea excusado de recibir más instrucción en matemática. También solicitamos que el nivel de aprendizaje en matemática requerido para graduación sea eliminado para este estudiante.

Fecha: _____ _____
Padre/Guardián

Fecha: _____ _____
Padre/Guardián

Solicito ser excusado de recibir más instrucción en matemática y que se me permita graduarme sin cumplir con los requisitos de graduación del Sistema Escolar de Austin. Creo no me beneficiaré más en continuar el estudio de matemáticas.

Fecha: _____ _____
Estudiante

Date: _____

TO WHOM IT MAY CONCERN

_____ High School
Austin Independent School District

We, the parents/guardians of _____, a student presently enrolled in this high school, have been informed by the principal, a counselor, or a teacher of the level of achievement this student has demonstrated in reading. After considering the school recommendations, we have determined to our own satisfaction that this student would not be benefited by further coursework in the area of reading.

We have been informed that this student will not be graduated except upon attainment of required reading competence, or upon our request that this requirement be waived. We have been informed of the tutorial assistance and other instruction that is available to help this student meet the requirement and acknowledge that further instruction in reading will be made available to this student unless we request that this student be excused from further coursework in reading.

We hereby request that this student be excused from further instruction in reading. We also request that the reading achievement requirement for graduation be waived for this student.

Date: _____ _____
Parent/Guardian

Date: _____ _____
Parent/Guardian

I request to be excused from further instruction in reading and to be graduated without meeting this district's competency requirement. I do not feel that I will be benefited by further coursework in reading.

Date: _____ _____
Student

Fecha: _____

A QUIEN PUEDA INTERESAR:

Escuela Secundaria _____
(Nombre de escuela)
Sistema Escolar de Austin

Nosotros, los padres/guardianes de _____, quien actualmente asiste a esta escuela, hemos sido notificados por el principal, consejero(a), o maestro(a) del nivel de aprendizaje en lectura que el estudiante ha alcanzado. Después de considerar las recomendaciones de la escuela hemos determinado a nuestra satisfacción que este estudiante no se beneficiaría de continuar más estudios de lectura.

Hemos sido informados que este estudiante sólo podrá graudarse si alcanza conocimientos en lectura al nivel requerido, o si nosotros renunciamos a este requisito. También es de nuestro conocimiento que hay disponible tutores para ayuda especial y otra instrucción para permitirle al estudiante satisfacer este requisito. Sabemos que hay disponible más instrucción en lectura para este estudiante, a menos que nosotros solicitemos que sea excusado de más enseñanza en el área de lectura.

Por la presente solicitamos que este estudiante sea excusado de recibir más instrucción en lectura. También solicitamos que el nivel de aprendizaje en lectura requerido para graduación sea eliminado para este estudiante.

Fecha: _____ _____
Padre/Guardián

Fecha: _____ _____
Padre/Guardián

Solicito ser excusado de recibir más instrucción en lectura y que se me permita graduarme sin cumplir con los requisitos de graduación del Sistema Escolar de Austin. Creo no me beneficiaré más en continuar el estudio de lectura.

Fecha: _____ _____
Estudiante

Minimum Competency Manual

Appendix C

Reports of Graduates' Competency Status

(Page 1 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

GRADUATES WHO USED A LETTER OF WAIVER

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The following January and May, 198 graduates signed a letter of waiver in lieu of meeting the competency requirements in the area(s) checked.

Student Name	Number	Reading	Math
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____
_____	--------	____	____

Please return this list to: Rick Battaile, Office of Research and Evaluation, Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

B

GRADUATES WHO USED A SPECIAL EDUCATION EXEMPTION

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The following grade 12 students were exempted by their ARD Committees from the minimum competency testing. Please add to or revise this listing based on information at your campus.

Student Name	Number	Exempted in Reading	Exempted in Math	Did this student graduate in either January or May, 198 ? YES	NO
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___
_____	--------	___	___	___	___

NOTE: If any students have met competency on the STEP, ITBS, TABS, or CAT, their competency score will replace their exemption on our records. Please return this list to: Rick Battaile, Office of Research and Evaluation, Box 79.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

C

TOTAL NUMBER OF 198' GRADUATES

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The total number of January and May, 198 graduates for this school year is _____.

Please, return this form to: Rick Battaile, Office of Research and Evaluation

Minimum Competency Manual

Appendix D

How To Access The Minimum Competency File

(Page 1 of 5)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

HOW TO ACCESS THE MINIMUM COMPETENCY FILE

If the screen on your CRT is not completely blank, press the CLEAR key. Type "COMP" at the top left corner of the screen. ENTER (as used herein, ENTER means press the "ENTER" key).

NOTE: Student numbers and other data on the Minimum Competency File are obtained from the Student Grade Reporting (SGR) file. It is possible that some test records for newer students may be listed under temporary numbers rather than permanent numbers, or vice versa.

"HIGH SCHOOL MINIMUM COMPETENCY DATA COMMUNICATION SYSTEM" and other information will appear, with the cursor located in the "SCHOOL" (code) field.

Two modes for accessing the Minimum Competency File are available to you: "INQUIRY" and "BROWSE." "INQUIRY" is best for you to use, although both are basically the same. If you wish to view the record of a student whose school is unknown, you must use "INQUIRY." A description of how to use each mode follows:

INQUIRY

1. Since you are accessing a record filed under a unique student number, leave the "SCHOOL" as "000" (merely press the "Tab Right" ([→|]) key to go immediately to the "STUDENT NUMBER" field). If you do type in a school code, the computer will search for the student's record at that school only.
2. Type in the student's number.
3. Type "X" in the "INQUIRY" position, then ENTER.

The test record for that student number will appear. (If the message "RECORD NOT FOUND ON FILE" appears at the bottom of the screen, verify that you typed in the correct student number. (Some students may be listed under temporary numbers.) If the student number is correct and you typed in a school code other than "000," type "000" in the "SCHOOL" field, then ENTER.)

BROWSE

1. Type the student's current school code in the "SCHOOL" field. In "BROWSE" you are accessing a record filed under a unique student number within a school. Since school "000" does not exist, you must enter a (valid) school code.
2. Type in the student's number.
3. Type "X" in the "BROWSE" position, then ENTER.

The student's record, or the record for the student having the next highest student number within that school, will appear. (If the desired record did not appear, verify that you used the correct student number. Also, the student might inadvertently be listed in the wrong school. To determine that, search using "INQUIRY.")

Revised NOVEMBER, 1981

When you are finished viewing a record and wish to view an additional record, there are two capabilities available to you.

a. To browse forward, to the record for the student having the next highest student number within the same school, merely press ENTER.
b. To look at the record of a particular student, use the "FWD" function. Notice that "FWD" (forward) appears in the bottom left corner of the screen, with the cursor under the letter "F." Press the "Tab Right" (→) key, then type in the student number of the student whose record you wish to see. If that student is in the same school as the student whose record is currently on the screen, merely press ENTER. If the students are not in the same school, type the school code for the student whose record you wish to see in the field following the student number. (The line should look like this example: FWD 3939219 002. The two blanks shown are imperative.) Press ENTER.

   The record for the desired student or, if the student number is not found at that school, the record for the student having the next highest student number within that school will appear.

TEST RECORD

The test record for a student has two areas. The summary heading provides the student name, school, grade, and competency information. Below this is a listing of test entries for that student, indicating each test taken on which competency could have been achieved and the scores on that test administration.

An example and interpretation of each area is on page 4.

DISCREPANCIES

Report any discrepancies between the Minimum Competency File data and your school's records to ORE by either of the following methods:

a. Mail information describing the discrepancy and what the corrected data should be to Tom Roudebush at ORE, Box 79, Carruth Administration Building. Use the "REPORT A - Discrepancy Form" or write the information on a sheet of paper.
b. Use the "Message (MSG)" function available on the CRT. A description of how to use this function, available in both the "INQUIRY" and "BROWSE" modes, follows:

   1. The "message" function is used to indicate a discrepancy in the test record that is currently on the screen, so call up the test record containing the discrepancy using the procedures described earlier.
   2. Notice that "FWD" appears at the bottom left corner of the screen, with the cursor under the first letter. Replace the letters

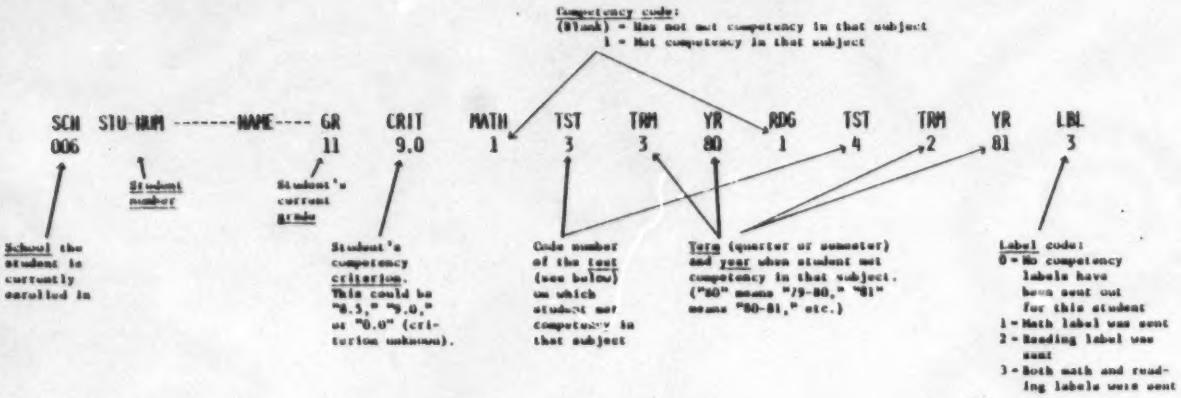
"FWD" with "MSG" ("message"), then press the "Tab Right" key (→) three times.

3. The cursor should now be under the first letter of the phrase "TO CONTINUE BROWSE-PRESS ENTER" (if using "BROWSE") or the phrase "STUDENT FOUND-NOW IN BROWSE MODE" (if using "INQUIRY"). This is the first position of the 50-character "message field." Begin typing your message here, then press ENTER when you have finished the message. The phrase "MESSAGE HAS BEEN SENT" will appear.

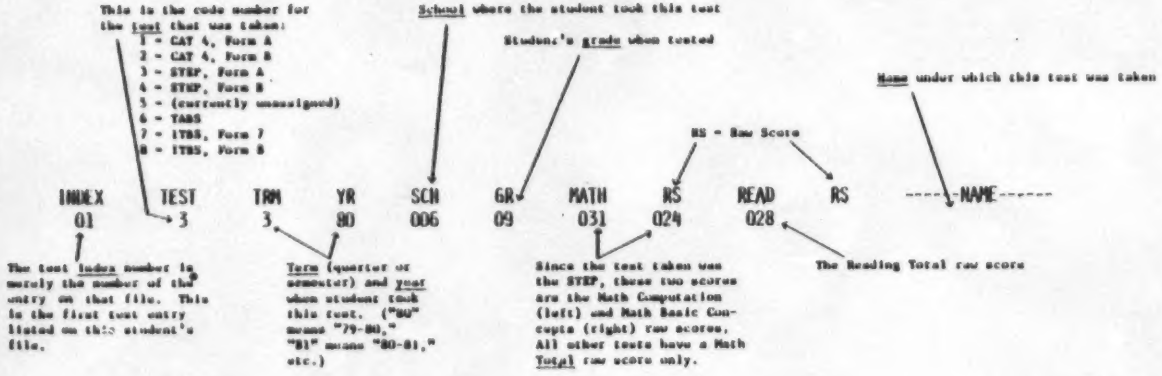
   If the length of your message exceeds 50 characters, type in part of the message, press ENTER, then repeat Steps 2 and 3 above, typing in the remaining portion of the message.

NOTE: ORE will correct Minimum Competency File discrepancies periodically. If a discrepancy you reported has not been corrected within two weeks, please call Nancy Lanier or Rick Battaile at 458-1227 to check on the status of this discrepancy.

AN EXAMPLE OF A SUMMARY HEADING


Competency code:
(Blank) = Has not met competency in that subject
1 = Met competency in that subject
SCH 006
STU-NUM
NAME
GR 11
CRIT 9.0
MATH 1
TST 3
TRM 3
YR 80
RDG 1
TST 4
TRM 2
YR 81
LBL 3
School the student is currently enrolled in
Student number
Student's current grade
Student's competency criterion. This could be "8.5," "9.0," or "0.0" (criterion unknown).
Code number of the test (see below) on which student met competency in that subject
Term (quarter or semester) and year when student met competency in that subject. ("80" means "79-80," "81" means "80-81," etc.)
Label code:
0 = No competency labels have been sent out for this student
1 = Math label was sent
2 = Reading label was sent
3 = Both math and reading labels were sent

AN EXAMPLE OF A TEST ENTRY


This is the code number for the test that was taken:
1 = CAT 4, Form A
2 = CAT 4, Form B
3 = STEP, Form A
4 = STEP, Form B
5 = (currently unassigned)
6 = TABS
7 = ITBS, Form 7
8 = ITBS, Form 8
School where the student took this test
Student's grade when tested
Name under which this test was taken
RS = Raw Score
INDEX 01
TEST 3
TRM 3
YR 80
SCH 006
GR 09
MATH 031
RS 024
READ 028
RS
NAME
The test index number is merely the number of the entry on that file. This is the first test entry listed on this student's file.
Term (quarter or semester) and year when student took this test. ("80" means "79-80," "81" means "80-81," etc.)
Since the test taken was the STEP, these two scores are the Math Computation (left) and Math Basic Concepts (right) raw scores. All other tests have a Math Total raw score only.
The Reading Total raw score